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ABSTRACT

Improving identification and recruitment of preschool migrant children is one of the goals of the Preschool Coordination Project. Migrant recruiters may be failing to identify preschool-aged children because they believe there are no services for them. However, although federal regulations do not mandate services for every identified migrant child, they do fund on the basis of total number of identified children. Infants that are signed up when found will automatically generate funding on their third birthday. Failure to enroll preschool children may limit funding for the most needy and eliminate the option of serving preschoolers should circumstances change. To locate preschoolers, recruiters must visit migrant housing, shopping areas, churches, and other community gathering places. Coordination with other agencies, childcare programs, and migrant employers may also be helpful. Charting enrollment by age on a bar graph will indicate whether preschool enrollment is as high as other grades and whether young children are being overlooked by recruiters. Recruiters must avoid making assumptions about what migrants are like. Migrant status is not dependent on or affected by wealth, membership in a particular ethnic group, a move to live with non-migrants, or generation (children of migrant children may qualify). This information packet includes a sample enrollment bar graph and information about the Migrant Student Record Transfer System (MSRTS). (SV)

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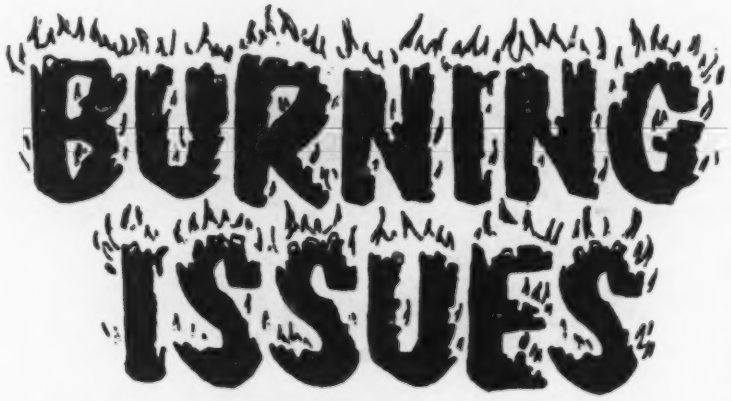
Identification and Recruitment (ID&R) of Preschoolers



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"Section 1203 (A) (i) of Chapter 1 of Title I, of the Elementary and Secondary Education Act of 1965, as amended."

(A Migrant Education Interstate/Intrastate Coordination Program)

IDENTIFICATION AND RECRUITMENT

(ID&R) of PRESCHOOLERS

In this information packet you will find:

Begin at the Beginning

Now You Have Something for Preschoolers

Increasing Enrollment of Preschoolers

Enrollment Profiles

MSRTS Information

Prepared by

National Preschool Coordination Project
1527 West Lewis Street
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619 / 497-2116

• Spring 1991 •

Identification and Recruitment (ID&R) of Preschoolers

Begin at the Beginning

Before we can provide services, we must find the children. Improving identification and recruitment is one of the goals of the Preschool Coordination Project. Here are a few ID&R strategies:

- Community ID&R: Because preschoolers are not in school, recruiters must reach out into the community to find them. Recruiters may need flexible hours to visit housing, shopping areas, laundries, churches and social gathering places where migrants may be found.

- Coordination with childcare programs: Head Start, Migrant Head Start, other state, local, and private agencies may be providing childcare to eligible migrant preschoolers who have not been enrolled.

- Sign up all children ages 0-21: Migrant Education can provide services to children 0-21. If all children, ages 0-21 are signed up when found, they will automatically generate funding on their third birthday.

from Visions - the newsletter of the Preschool Coordination Project, Volume I, Issue I January 1991

SCM/PB (04/91)

Now You Have Something for Preschoolers

Are recruiters failing to identify preschool aged children because they believe they will receive no services? Now they have a service to offer?

Migrant children cannot be served if they are not found and enrolled. The law does not require that we serve all children. We are asked to enroll all eligible children and then to serve them according to the greatest need. If we make the judgement that we will not enroll children because we cannot serve them, we limit the funding with which to serve the most needy, and eliminate the option of serving the child should needs and circumstances change.

Now Migrant programs can provide one service to all preschool aged children and their families through the newsletter *Smart Start/ Listos* provided by the National Preschool Coordination Project (NPCP). The two pages enclosed in *Visions*, are for for parents and children. They provide families of preschoolers with information on parenting as well as activity pages to do with their children. If you cannot disseminate *Smart Start / Listos* to parents directly, request that the NPCP provide direct mailing of the parent section of the newsletter to your preschooler families. In addition we suggest that recruiters carry extra copies of Smart Start/Listos to distribute to parents when they are recruiting.

from VISIONS - the newsletter of the Preschool Coordination Project, Volume I, Issue 2 March 1991 .

SCM/PB (04/91)

Increasing Enrollment of Preschoolers

Basic Premise:

You must identify many to serve a few (those in the greatest need). The federal regulations do not mandate that you serve every child that you identify, but they do fund on the basis of the total number of identified children.. Even if your state (or region) does not anticipate increased funding, there is the possibility of losing funding if you do not increase ID&R, because other areas are increasing their enrollment.

Graphing Enrollment

If you chart your enrollment by age on a bar graph, it will tell you if your preschool enrollment is proportionately as high as other grades, indicating whether or not you are under enrolled. (You need to separate P-3, P-4, and P-5 or divide by 3).

One state has indicated that their enrollment data (Is and IIs) indicates that there are more active migrants among the preschool population, indicating that the preschool population may reflect a new influx of recently migrating families and that therefore there may actually be a larger percentage of preschool migrant children than are presently being found in the upper grades.

Another benefit to graphing enrollment is to provide data with which to generate outside funding. Assistance from another agency that serves preschoolers may be solicited with the support of data indicating the number of preschool migrants in the area. Likewise a district might become interested in an alternative school for dropouts when they see the additional funding they could generate from if that group attended a school program.

Community Based Recruitment

Preschoolers, 0 to 5 are not in school, nor are many dropouts, 16-20, many of whom are parents of preschoolers. Because these groups are not associated with the school system, really effective ID&R must be community based rather than school based. Staff must work be visible community, get referrals from other agencies, employers, retail businesses, and other migrant families.

Out of Sight, Out of Mind

The concern of the school personnel is limited to the students enrolled in the school. If migrant funding is channeled through the district, there may be little motivation on the part of the district to look for migrants that are not school aged. Migrant staff must have a broader horizon, seeing all migrant children and their families as their clients. The program must supplement the school system, by reaching beyond the schoolhouse.

The Big Picture

Sometimes we are guilty of imposing our own values on the identification process. We may feel that we have no service to offer therefore it is unfair to identify a child. We may overlook migrant children because we make assumptions about what migrants are like. We may believe migrants to be of a particular cultural group overlooking another. Some things to note: 1- Children of migrant children may qualify, 2- Wealth does not affect migrant status 3- A move to live with non-migrants (or a move of any kind) does not take away previous qualification.

from presentation by Frank S. Ludovina for the National Preschool Coordination Project, Interstate Coordination Committee 3/22/91

SCM/PB (04/91)

Attached: Memo on Enrollment Profiles
Graph of enrollment, Region IX

Migrant Education
REGION IX – Orange and San Diego Counties
Sonia L. Duffoo, Director, Migrant Education
Dr. Thomas C. Boysen, County Superintendent of Schools
San Diego County Office of Education
6401 Linda Vista Road, San Diego CA 92111-7399
(619) 292-3791

February 15, 1991

M E M O R A N D U M

TO: Program Specialists

FROM: Frank Ludovina and Margarett Lewis

SUBJ: Enrollment Profiles

Here are three ways to look at our enrollment. You may wish to share this information with your contact person and Migrant Education staff.

Some observations:

1) As compared to the number of first graders, kindergartners, and pre-schoolers appear to be under-identified.

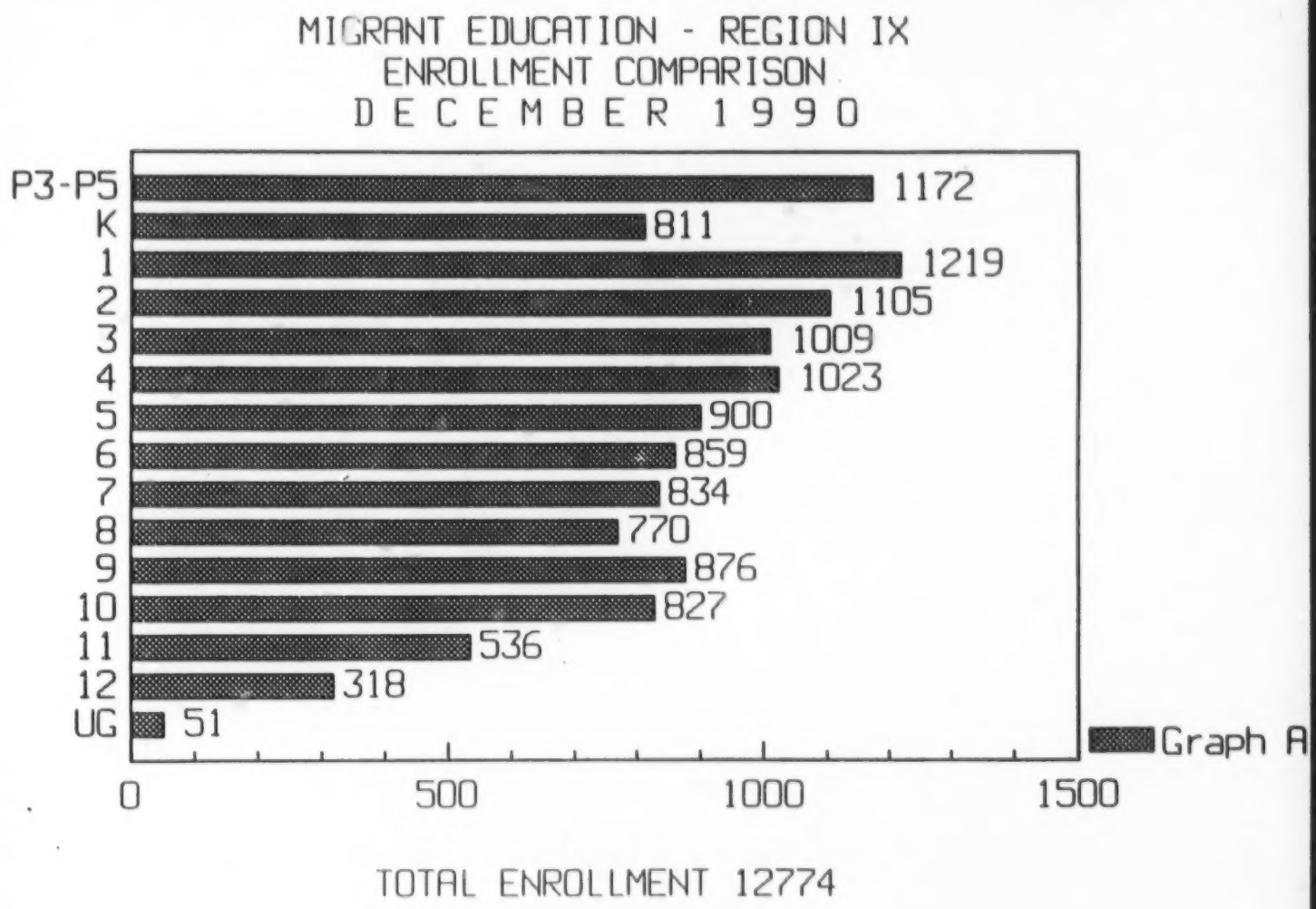
2) As compared to experience, the percentages in the ninth and tenth grades are encouraging.

3) As compared to experience, the percentage of twelfth graders remains constant (no increase, no decline).

FL&ML:pf

cc: Dixie Rookwood
Chelo Ferschweiler

Frank\EnrolPrf.mem


MIGRANT EDUCATION - REGION IX
ENROLLMENT COMPARISON
D E C E M B E R 1 9 9 0
P3-P5
K
1
2
3
4
5
6
7
8
9
10
11
12
UG
1172
811
1219
1105
1009
1023
900
859
834
770
876
827
536
318
51
0
500
1000
1500
Graph A
TOTAL ENROLLMENT 12774

MSRTS Information

How to request information about enrollment from MSRTS:

Local - for lists, basic data
- Migrant Query Language (MQL)
  IBM
  From your data entry specialist (D.E.S.) or Terminal Operator

State - for more associated data
- Structural Query Language (SQL)

National - standard management reports and specialized (custom) complex reports
- Little Rock, Arkansas MSRTS Information Center
  1-(800) 643-8258
  Ask for Western, Eastern or Central Staff

Suggestion: Use "Graph in the Box" (software program) for good graphics

Recommendations:
1) Propose to NASDME MSRTS Committee that the MSRTS computer automatically assign the following grades by age P-0/P-5.
Rationale: Currently staff must manually update these grades, therefore eligible 3 year olds may appear as P-2 until updating is complete, allowing them to be overlooked for service.
U-G Can "ungraded" (preschoolers) also be assigned by age?

2) Propose to standardize procedures on enrollment/residency of children 0-5. (Committee can continue to develop this recommendation.)
Define how to enroll preschoolers if:
1- At home
2- Receiving Migrant Education Services
   a) general health, social services, referrals, parent education
   b) home learning programs
3- Receiving other non-migrant funded program services (in/out of home) child care, Head Start, Even Start, other

from presentation by Dixie Rockwood, San Diego COE for NPCP-Interstate Coordination Committee 3/22/91

SCM/PB